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book may not take a suitable rank in the learned world. Still it would be a mistake to suppose that this book is deficient because it is small. It contains all that is necessary for the purpose proposed. The verbs are given in the indicative and subjunctive entire, beginning with the first conjugation. This has its advantages, preventing the piecemeal view of the verb which is sometimes impressed upon the young mind. All through the treatment of the verb the pupil is told, in building the tenses, to give their meaning at the same time. We regard this as good practice for a beginner. The exercises are short; some may consider them too short, yet they seem to be long enough to accomplish the purpose of bringing the child early to connected reading. Instead of the principal parts of verbs the author insists upon giving the three stems, the present, the perfect, and the perfect participle. He also gives, in his vocabularies, the stem only of nouns and adjectives, instead of their nominative cases. It is claimed that by this method half the time necessary for learning vocabularies is saved. Inasmuch as dictionaries and grammars are not arranged in this way, and the nominatives and principal parts must finally be learned, we doubt whether, in the end, very much is thus gained.

The "models" for studying a Latin sentence, and for translating an English sentence into Latin, which are placed at the end of the book, with perforated fastenings, are very practical. If, in spite of recent recommendations, Caesar is to remain as the first step in Latin reading, this book seems well adapted to introduce pupils to his style and thought.

*Rutger's Grammar School*

*E. R. Payson*

*Geology, a Manual for Students in Advanced Classes and for General Readers.* BY CHARLES BIRD, Head Master of the Mathematical School, Rochester. pp. 429. London: Longmans, Green, & Co., 1894.

This is one of a series of Advanced Science Manuals published by Longmans, Green, & Co. An opening chapter on the method of geological study is followed by an account of Minerals, Rocks, the "Industrial Uses of Rocks", "Weathering of Rocks and Agricultural Geology". Then come the usual subjects in dynamical geology and a review of geological history, with closing chapters on the "Distribution of Life on the Earth in Times Past and Present", "Minerals and Mining", "Scenery", and "The Ice Age and Its Course". Each section is followed by a "Summary" and a series of questions, and at the close are appended some sample examination papers. The author's style is clear and his definitions and descriptions usually exact and good. The present advance

of the science is in the main well reflected, as may be seen in the theories of coral islands, the comprehensive though brief review of opinions about the earth's interior, and the discussion of the nature, formation, and uses of fossils. The error as to western ravines with "perpendicular sides nearly a mile deep" is still propagated, and we find sponges in the Coelenterata, Polyzoa, and Brachiopoda classed with Mollusca, and no notice of recent discoveries of the appendages of trilobites. The lack of bibliographic references lessens the value of the book for advanced students, but the volume is one of the very best for the general reader. Teachers are often asked to name a popular and readable book on geological subjects. This publication makes the answer easier.

*Albert P. Brigham*

*Colgate University*

*Encyklopädisches Handbuch der Pädagogik.* Edited by W. REIN. Hermann Beyer & Sons, Langensalza.

The appearance of the *Encyklopädisches Handbuch der Pädagogik* edited by Professor W. Rein of Jena is an event of much interest in the educational world. Following a common German practice, in cyclopædias, the work is to appear in 48 parts of 80 pages each and is intended to be bound in four volumes. The parts appear monthly; the first two are now at hand. The encyclopædia treats of subjects that belong to systematic pedagogy. The work will be confined for the present at least to German school systems, foreign subjects being excluded almost entirely. The list of contributors now contains the names of some 150, among them many of the best known German writers on education, including among others Professor Paulsen, Dr. Von Sallwürk, Professor Schiller of Giessen, Professor Uhlig of Heidelberg, Professor Willmann of Prague, Professor Gartner of Jena, Dr. Hornemann of Hannover, Professor Meng of Halle. The first part deals mainly with subjects that seem to us a bit fanciful, such as Begging Pardon of Children; Hardening of Children; Disgust; Partiality. The two articles of general interest being Provision for Aged Teachers in the Private Schools in Germany; Aged Male Teachers and Provision for Aged Women Teachers in Germany. The second part contains valuable articles on Object Teaching; Contagious Diseases; Apperception; Home Work; Arithmetic; Association and Reproduction of Ideas. These few titles out of a total of some 50 subjects treated in 160 pages give an idea of the scope and thoroughness of the work.

*C. H. T.*